

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2018

Legislative File ID No: 18-1294
Introduction Date: 6/27/18
Enactment No.: 18-1101
Enactment Date: 6/27/18 er

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Futures Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)
- School Improvement Grant (SIG)

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Futures Elementary School.

Legislative File ID No: 18-1294
Introduction Date: 6/27/18
Enactment No.: 18-1101
Enactment Date: 6/27/18 er



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2018-2019 Single Plan for Student Achievement (SPSA)

School: Futures Elementary School
CDS Code: 1612590115576
Principal: Shelley Hawkins-McCray
Date of this revision: 4/20/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Shelley Hawkins-McCray
Address: 6701 International Blvd.
Oakland, CA 94621

Position: Principal
Telephone: 510-636-0520
Email: s.hawkins-mccray@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Futures Elementary School

Site Number: 123

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | <input checked="" type="checkbox"/> School Improvement Grant (SIG) |

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

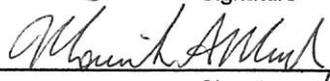
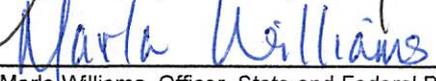
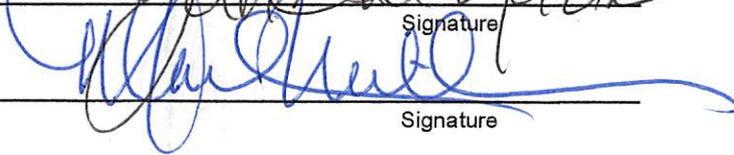
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: May 8, 2018

6. The public was alerted about the meeting(s) through one of the following:

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, media announcements, etc.)

Signatures:

		<u>5/8/2018</u>
Shelley Hawkins-McCray, School Principal	Signature	Date
<u>Mouniech Mosed</u>		<u>5-8-18</u>
Print name of SSC Chairperson	Signature	Date
		<u>5-8-18</u>
LaResha Martin, Network Superintendent	Signature	Date
		<u>5/24/18</u>
Marla Williams, Officer, State and Federal Programs	Signature	Date

2018-19 SPSA ENGAGEMENT TIMELINE**School Site:** Futures Elementary School**Site Number:** 123

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
3/13/2018	SSC	Approval of Title 1 allocations, part 2 (TSA position and Title 1 Parent)
2/13/2018	SSC	Share Title 1 allocation for 2018-2019, budget summary and explanation of funding
1/23/2018	SSC	SPSA site priorities, strengths and needs, determination of next steps for agreed-upon priorities
2/12/2018	Staff Meeting	Share preliminary budget 1-sheet, staffing allocations and Title 1 allocation
1/22/2018	Staff Meeting	Conducted Needs Assessment, site needs and strengths and determined next steps for agreed-upon priorities
3/12/2018	Staff Meeting	Continued engagement with SPSA, budget and staffing

2018-2019 Final Budget

Programs Included in This Plan

The School Site Council intends for this school to participate in the following programs:

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$52,850.01	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$228,003.07	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$100,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$105,518.69	TBD
TOTAL:	\$486,371.77	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$71,347.38	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,754.73	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$73,102.11	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Futures Elementary School

School ID: 123

School Description

Futures is a small school with a big heart. At our school we continually build relationships that help our students succeed. One example is that we have a unique fitness and structured recess program that is taught by the same coaches who work with our students afterschool. We have made a huge investment in Balanced Literacy, especially in reading. We will be entering our sixth year in Positive Behavior Supports (PBIS), which is a program that encourages safe and respectful behavior throughout the school. Futures partners with local organizations such as Lions' Creek Housing and Peacemakers, a mentoring organization. Parents are very present and welcome at Futures. Every morning, parents, teachers, and students meet outside for a morning chant to get us ready for learning and every Friday, we honor our students' achievements through a Town Hall assembly.

School Mission and Vision

Futures will provide all students with a safe and nurturing environment, with standards-aligned curricula, which respects diversity in students' learning styles. Through rigorous instruction in every classroom - and in collaboration with families and community - we strive for our students to be confident, competent communicators, skillful problem solvers and creative thinkers. Our students will be motivated to be college and career ready. It is our belief that our core values of Integrity, Trust, Community, Responsibility and Respect will guide us in everything we do.

Family & Student Engagement

Family Engagement Workshops on Attendance and Reclassification have been moderately well-attended.

Families have been active in committee meetings, specifically asking for more math support for students. Parents and families have not been consistent in attending workshops and meetings.

There is not a dedicated staff member who serves as a liaison between families and our Family Engagement Partner. There has not been consistent outreach to gauge the interests and needs of our families with respect to engagement opportunities.

Oftentimes there is only one family engagement offering, and we have many working adults in our community, who require varied methods of communication and flexibility in scheduling.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p>LANGUAGE & LITERACY</p>	<p>Students have repeated exposure to computer-based assessments. SRI scores are objective. Students have had more access to leveled reading, science notebooking, small group instruction and interventions from partners like Faith Network and Reading Partners.</p>	<p>All teachers need repeated, explicit training on F&P assessment delivery and calibration. Highly chronic absent students often make unsteady progress, regardless of EL or other subgroup status. Our primary students need a more targeted, systematic phonics curriculum. Teachers need more professional development with the Lucy Caulkins materials. Systematic and embedded ELD professional development needed. Lack of beginning or end of year standards-based inventory assessment, like there are in math.</p>	<p>The majority of entering primary students have little or no exposure to literacy. Attendance is a challenge across grade levels and demographics. Students with special needs are unidentified.</p>
<p>STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<p>Strategies like 3 reads and number talks are effective. Support from our network math partner in upper grade classrooms is aligning practice. ST Math program and Eureka Math curriculum has performance tasks that prepare all students for interim assessments and SBAC. Sitewide focus on student academic discourse via math PD cycles and PLCs.</p>	<p>All students need repeated and regular exposure to taking assessments on computers in order to build stamina and prepare for SBAC.</p>	<p>Students with low literacy skills (including ELs and all subgroups) struggle with decoding word problems. Highly chronic absent students miss critical lessons and have difficulty maintaining growth over time.</p>
<p>CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT (CULTURE & CLIMATE)</p>	<p>School-based incentives encourage and reward students for high attendance. Parents are showing greater interest in school culture and making connections between home and school. PBIS lessons and expectations are regularly taught and revisited.</p>	<p>Highly chronic absent students across grade levels and all demographics. Transient/housing insecure families enter and exit school throughout the school year.</p>	<p>Families across all demographics enter and exit school throughout the year. There has not been enough outreach done at the site level to educate families on the importance of regular attendance.</p>
<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT)</p>	<p>Implemented block scheduling for designated ELD curriculum. Provided all teachers with training in ELD curriculum. Invited parents and families to observe ELD lessons across grade levels and provided training in order to grow their understanding of ELD and reclassification.</p>	<p>Students have not made sufficient growth in language and literacy. Families did not understand language classifications. Teachers were not confident in their knowledge of the ELD curriculum.</p>	<p>Highly chronic absent students miss critical lessons and have difficulty maintaining growth over time. Families had not been well-informed on reclassification. ELD curriculum had not been well-presented to teachers.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Futures Elementary School

School ID: 123

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy	Within three years, we will increase the overall language and literacy proficiency of all students, including our subgroups, (Low-Income, Homeless/ Foster Youth, African American, Latino, English Learners and Low SES.)			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	Low-Income Students	-131.7	-124.2	-116.7
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we progress monitor F&P, SRI, writing, and student performance on common formative assessments				
Theory of Action for Language & Literacy Priority:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for Low Income students, and receive consistent coaching support and feedback, then there will be an increase in the number of proficient, Low Income, students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
1-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery, with specific attention to increasing positive outcomes for our low-income students.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning		Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective	

1-2	<p>T3: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. Beginning with our Pre-K Summer class and Kindergarten Orientation, families will be invited to participate in monthly Family Engagement events to aid the transition to school.</p>	<p>L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans</p>	<p>Family engagement offerings will include ELA workshops, mini-lessons and Academic Parent Teacher Team meetings, where families will learn about grade level standards and receive activities which will support students at home.</p>
1-3	<p>T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study)</p>	<p>L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.</p>	<p>Teachers implement readers workshop and pull small groups of low-performing students for intervention and acceleration</p>
1-4	<p>T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans, with a special focus on increasing positive outcomes for African American and Latino students.</p>	<p>L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction. PDs will include the use of technology (computers, programs, manipulatives) targeted to meet the needs of students, and especially students with disabilities.</p>	<p>Principal will conduct classroom observations and walk-throughs, and provide coverage for PLCs and feedback meetings</p>

STANDARDS-BASED INSTRUCTION		Priority ("Big Rock"):	JUNE 2021 GOAL			
		Mathematics	Within three years, we will increase the overall math proficiency of all students, including our subgroups (Low-Income, Homeless/ Foster Youth, African American, Latino, English Learners and Low SES.)			
		Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
		SBAC Math	African American Students	-121.4	-111.4	-101.4
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?		As a school we will progress monitor common formative assessments, math curriculum embedded assessments and exit tickets.				
Theory of Action for Standards-Based Instruction Priority:		If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion of African Americans, then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient African American students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC.)				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION		
2-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning		Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Students will have access to academic software which will support their exposure to online assessments and link learning to content language objectives.		
2-2	T3: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning Increase the range and number of offerings of extracurricular activities to students across grade levels. Currently we have a GenYES Tech Class, Town Hall Rallies, Destiny Arts Dance classes and BACR After School Academy.	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans		Family engagement offerings will include math workshops, mini-lessons and Academic Parent Teacher Team meetings, where families will learn about grade level standards and receive activities which will support students at home.		

2-3	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study)	L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Teachers implement math workshop and pull small groups for intervention and acceleration
2-4	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans to meet the needs of all students, including GATE students and others who may be performing above grade level.	L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	Principal will conduct classroom observations and walk-throughs, and provide coverage for PLCs and feedback meetings

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Positive School Culture	Within three years, we will increase the overall attendance percentage of all our students, including our subgroups (Low-Income, Homeless/ Foster Youth, African American, Latino, English Learners and Low SES.)			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Attendance Rate	All Students	93.2%	93.9%	94.6%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will monitor weekly engagement reports, URFs, SEL program implementation, PBIS implementation, multi-tiered system of support for students and families (MTSS) and family engagement opportunities.				
Theory of Action for Conditions for Student & Adult Learning Priority:	If students and staff are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for ELLs, then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Students will have access to academic software which will support their exposure to online assessments and link learning to content language objectives.
3-2	T3: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. We will invite PBIS/Behavioral partners to present PDs to all staff on classroom interventions and de-escalation strategies to support all students, including our homeless and foster youth.	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Family engagement offerings will include information regarding reclassification, attendance and SEL across the school.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Designated/Integrated ELD	We will increase our reclassification rate by 15%.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	4.0%	7.0%	10.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will monitor LPAC, reading levels, academic content language acquisition, oral language fluency and opportunities for academic discussion.				
Theory of Action for English Language Learners Priority:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
4-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Teachers teach Integrated ELD in Science, using language supports in the SIRA to ensure acceleration of language and science learning to provide targeted support to Newcomers.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Students will use science vocabulary and scientific practices to build language acquisition. Teachers will use content language objectives to build students' vocabulary.
4-2	T3: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Family engagement offerings will include information regarding reclassification, attendance and SEL across the school.
4-3	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	The daily schedule will include an English Language Development block.
4-4	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study)	L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Vocabulary charts with visuals posted Anchor charts with exemplars for writing, math and language expectations

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 123

School: Futures Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contract with afterschool provider	Positive School Culture	A1.6 After School Programs	5825				123-1
\$9,498.04	General Purpose Discretionary	Supplies	Mathematics	A2.3 Standards-Aligned Learning Materials	4310				123-2
\$3,000.00	General Purpose Discretionary	Refreshments	Positive School Culture	A5.1 School Culture & Climate (Safe & Supportive Schools)	4311				123-3
\$9,000.00	General Purpose Discretionary	Copier Contract	Positive School Culture	A5.3 School Facilities	5610				123-4
\$31,351.97	General Purpose Discretionary	Noon supervisors	Positive School Culture	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV0020	0.60	123-5
\$6,191.85	LCFF Concentration	Extended Contracts will be designated for extra grade level planning, including unit planning and leadership team responsibilities.	Mathematics	A2.9 Targeted School Improvement Support	1120				123-6
\$11,308.15	LCFF Concentration	Supplies: Student materials necessary for extended day programs (book club, student council, ect.)	Literacy	A2.3 Standards-Aligned Learning Materials	4310				123-7
\$28,000.00	LCFF Concentration	AmeriCorps Interventionists will provide daily ELA intervention, using Leveled Literacy Intervention materials, across grade level spans.	Literacy	A3.2 Reading Intervention	5825				123-8
\$50,000.00	LCFF Concentration	Contract with recess coach	Positive School Culture	A5.1 School Culture & Climate (Safe & Supportive Schools)	5825				123-9

\$4,500.00	LCFF Concentration	Field trips/enrichment: All field trips proposed will be directly related to student learning. For example, 5th grade will visit the Capitol during their Social Studies/Government unit.	Designated/Integrated ELD	A3.1 Blended Learning	5829				123-10
\$12,383.70	LCFF Supplemental	Subs for release: Subs will be used to support teacher peer observations and collaboration throughout the year, as part of our PLC/DDI model.	Literacy	A2.10 Extended Time for Teachers	1150				123-11
\$49,534.80	LCFF Supplemental	Academic mentors	Literacy	A3.2 Reading Intervention	2928				123-12
\$133.99	LCFF Supplemental	Surplus	n/a	n/a	4399				123-13
\$11,840.00	LCFF Supplemental	Field trips/enrichment: All field trips proposed will be directly related to student learning. For example, 5th grade will visit the Capitol during their Social Studies/Government unit.	Designated/Integrated ELD	A3.1 Blended Learning	5829				123-14
\$27,776.08	LCFF Supplemental	TSA - support teachers and students with small group instruction and ELA intervention. The TSA will also plan and deliver professional development across content areas and facilitate grade level PLCs.	Literacy	A2.5 Teacher Professional Development for CCSS & NGSS	1119	10 MONTH CLASSROOM TSA	C10TSA0199	0.30	123-15
\$33,555.41	LCFF Supplemental	EEIP (Tech) The Tech EEIP will release teachers for PLCs/Prep and provide support in classrooms during the ST Math block as needed. The Tech EEIP will also plan and deliver professional development during the math, ELA and writing cycles of inquiry.	Designated/Integrated ELD	A3.1 Blended Learning	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0148	0.40	123-16
\$92,779.09	LCFF Supplemental	EEIP (Science) The science EEIP will release teachers for PLCs/Prep and provide support in classrooms. The Science EEIP will also plan and deliver professional development during science cycles of inquiry.	Designated/Integrated ELD	A2.1 Implementation of the CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP9999	1.00	123-17

\$37,151.10	SIG	Extended Contracts	Literacy	A2.9 Targeted School Improvement Support	1120				123-18
\$8,586.38	SIG	Supplies	Positive School Culture	A2.3 Standards-Aligned Learning Materials	4310				123-19
\$15,000.00	SIG	Technology/Computers	Designated/Integrated ELD	A4.1 English Learner Reclassification	4420				123-20
\$15,000.00	SIG	Conferences	Literacy	A3.4 Teacher Professional Development focused on Literacy	5200				123-21
\$131,904.00	SIG	Community Schools Program Manager	Positive School Culture	A2.9 Targeted School Improvement Support	5730				123-22
\$97,207.00	SIG	Psychologist services	Positive School Culture	A5.1 School Culture & Climate (Safe & Supportive Schools)	5734				123-23
\$97,134.00	SIG	Restorative Justice Coordinator	Positive School Culture	A2.2 Social Emotional Learning	5736				123-24
\$250,000.00	SIG	Contracts	Positive School Culture	A2.9 Targeted School Improvement Support	5825				123-25
\$50,000.00	SIG	Site Licensing	Mathematics	A3.1 Blended Learning	5846				123-26
\$27,065.26	SIG	Bilingual clerk	Positive School Culture	A6.5 Academic Parent-Teacher Communication & Workshops	2405	CLERK BILINGUAL	CLKBIL0048	0.50	123-27
\$45,286.41	SIG	STIP	Positive School Culture	A2.10 Extended Time for Teachers	1105	TEACHER STIP	TCSTIP0771	1.00	123-28
\$45,286.41	SIG	STIP	Positive School Culture	A2.10 Extended Time for Teachers	1105	TEACHER STIP	TCSTIP0737	1.00	123-29
\$51,238.24	SIG	Bilingual community assistant	Positive School Culture	A6.5 Academic Parent-Teacher Communication & Workshops	2205	COMMUNITY ASSISTANT BILINGUAL	COMABI0035	1.00	123-30

\$63,004.86	SIG	Assistant Principal	Positive School Culture	A2.2 Social Emotional Learning	1305	ASSISTANT PRINCIPAL ELEMENTARY	10APRE9999	0.50	123-31
\$68,088.21	SIG	School improvement partner	Mathematics	A2.8 Data & Assessment	2400	SCHOOL IMPROVEMENT PARTNER	SHIMPT0013	0.50	123-32
\$93,101.76	SIG	Social Worker	Positive School Culture	A5.1 School Culture & Climate (Safe & Supportive Schools)	1205	SOCIAL WORKER	SOCWKR9999	1.00	123-33
\$106,386.15	SIG	TSA	Literacy	A3.2 Reading Intervention	1119	11 MONTH CLASSROOM TSA	C11TSA9999	1.00	123-34
\$120,087.23	SIG	Community schools manager	Positive School Culture	A6.5 Academic Parent-Teacher Communication & Workshops	2305	PROGRAM MANAGER COMMUNITY SCH	PRMGCS0035	1.00	123-35
\$133,079.26	SIG	Assistant Principal	Designated/Integrated ELD	A4.4 Teacher Professional Development focused on English Learners	1305	ASSISTANT PRINCIPAL ELEMENTARY	10APRE0061	1.00	123-36
\$6,536.52	Title I: Basic	Surplus	Literacy	A6.3 Professional Learning for School Site Councils	4399				123-37
\$64,810.86	Title I: Basic	TSA	Literacy	A3.4 Teacher Professional Development focused on Literacy	1119	10 MONTH CLASSROOM TSA	C10TSA0199	0.70	123-38
\$1,754.73	Title I: Parent Participation	Refreshments	Positive School Culture	A6.1 Parent/Guardian Leadership Development	4311				123-39

Title I School Parental Involvement Policy
2017-2018 Futures Elementary School
8701 International Blvd.
Oakland, CA 94621

Part 1. General Expectations: Involvement of Parents in the Title I Program

Futures Elementary agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

- That parents play an integral role in assisting their child's learning
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of how the School will implement required School Parental Involvement Policy components

Building Parent Capacity for Involvement

1) ***Futures Elementary*** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- Regular Announcements to students over the school intercom
- Futures Elementary Website
- OUSD Parent Signature of Parent Guide Book
- Futures Elementary Handbook
- The school's monthly calendar

2) ***Futures Elementary*** will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

- Posting in the school office, hallways
- School website
- Talking Points Blasts
- Fliers
- School Mailings

- 3) ***Futures Elementary*** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. These groups will complete the periodic reviews and suggest updates, and the SSC will approve the updated policy:
 - SSC (School Site Council) agenda every year for review
 - School Staff
- 4) **Annual Title I Meeting.** ***Futures Elementary*** will convene an annual Fall meeting to inform parents of the following:
 - That the school participates in the Title I Program
 - How the school implements the Title I Program
 - The requirements of the Title I Program
 - The parents' right to be involved
 - The parents' right to participate in the development of the District's Title I Plan
- 5) ***Futures Elementary*** will provide information about Title I programs to parents of participating children in a timely manner:
 - The information will be provided using the procedures described in Part 2, #2, above.
 - Information about the Annual Title I Meeting will be provided at fall registration.
 - An announcement about the Annual Title I Meeting will be sent to all parents/guardians using the district's School Messenger service.
 - Annual Title I Meeting
 - SSC meetings
- 6) ***Futures Elementary*** will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
 - Back to School Night
 - Open House
- 7) ***Futures Elementary*** provides support, during regular meetings, for parental activities requested by Title I Program parents.
 - Opportunity to request items in advance to include on meeting agenda
- 8) ***Futures Elementary*** will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
 - Back to School Night
 - Teacher Conferences
 - Futures Elementary Handbook
 - School Announcements
- 9) ***Futures Elementary*** will submit to the district any parent comments if the schoolwide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:
 - Office of the Ombudsperson
 - Contact: Mr. Gabriel Valenzuela, Ombudsperson
 - Address: 1000 Broadway, Suite 150, Oakland, CA 94607
 - Email: Gabriel.Valenzuela@ousd.org

School-Home Compact

Futures Elementary has jointly developed with and distributed to parents of Title I students a School-Home Compact that outlines how parents, the school staff, and students will share the

responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Part 3. Shared Responsibilities for High Student Academic Achievement

1) ***Futures Elementary*** will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- SSC (School Site Council)
- The school district's Parent Options Program
- Fliers
- The school's website
- The School Site Principal will be responsible for the overall program of parental involvement.

2) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph

- The State of California's academic content standards
- The State of California's student academic achievement standards
- The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
- The requirements of Title 1
- How to monitor their child's progress
- How to work with educators

Information is listed and distributed in the following ways to provide assistance to parents in understanding how to work with their children, teachers, etc.:

- Parent Handbook
- Futures Website
- Report Cards
- Information Nights
- Annual Title 1 Meeting

3) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement, by:

- Providing information to parents on district trainings and information student improvements
- Parent Education Evenings and events

4) The school will, with the assistance of its district and parents, educate its teachers, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:

- Staff Retreats
- Staff Professional Developments
- Staff Professional Learning Communities

5) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other programs, and conduct other activities, such as parent resource

centers, that encourage and support parents in more fully participating in the education of their children by:

- Back to School Nights
- Information Nights

6) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents—programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:

- Posting information in Chinese, Spanish, Vietnamese, and English visible for parents in the school offices and classrooms and the school website
- Sending vital information home in Chinese, Spanish, Vietnamese, and English

Accessibility

The school will, to the extent feasible and appropriate, provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand:

- Provide bilingual liaisons in Spanish
- Provide accessibility aids, equipment, and architecture to the extent practicable.

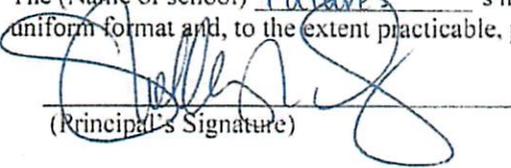


Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Futures School Site Council on (Date) 1/23/18 and will be in effect for the 2017-18 school year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community.

The (Name of school) Futures's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.


(Principal's Signature)

1/23/2018
(Date)

Futures

School Name

Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

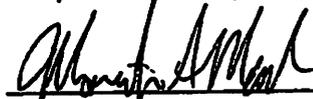
- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Student signature

Parent/Guardian or Family Member Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.



Parent/Guardian or Family member signature

Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.



Teacher Signature

We make a commitment to work together to carry out this agreement.

Signed on this 29th day of Sept., 2017.



2017-2018
School Site Council Membership Roster – Elementary

School Name: Futures Elementary

Chairperson : Mounierh Mosed
Vice Chairperson: Miaad Abdallah
Secretary: Grace Velasquez

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Mounierh Mosed				X
Miaad Abdallah				X
Sarom Moeun				X
Shelley McCray	X			
Sara Padilla				X
Grace Velasquez		X		
Evodia Vivoni			X	
Alicia Blackenship		X		
Emilana Untalan		X		
Mileni Sara Buezo				X

Meeting Schedule
(day/month/time)

SSC Legal Requirements: (Ed. Code 52852)

- Members **MUST** be selected/elected by peer groups;
- There must be an equal number of school staff and parent/community/student members;
- Majority of school staff members must be classroom teachers;
- Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
AND
5-Parent /Community